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ABSTRACT

The Alpine School District in American Fork, Utah is administering a career education program to provide positive experiences to ninth grade students in exploring various careers. The three week career education mini-course reviews some of the seventh grade curriculum and encourages students to do additional thinking and searching in the area of careers. Part one, entitled "Personal Preparation for Communication with People," provides learning activities and classroom procedures on personal appearance, verbal communication, personal responsibility--self discipline, and use of equipment. Part two was designed to provide the student with on-the-job experiences with his parents or other responsibile adults at their place of employment. Pre-planning activities and student and parent experience evaluation forms are presented. Part three provides 23 career development activities. The job family, goals of the project, related career development concepts, pre-planning activities, and suggested student activities are presented for each. Another brief section provides alternative student research/resource projects and reviews the roles of teacher, student, and resource persons. Several forms and additional suggestions conclude the document. (BP)

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"Career Education" Junior High School Style
"Mini Course" for Ninth Grade

Conducted Under
Part C of Public Law 90-576

ALPINE SCHOOL DISTRICT
50 North Center
American Fork, Utah 84003

Dr. Dan W. Peterson, Superintendent
Dr. Stanley "A" Leavitt, Project Director
1974

CE008507

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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FOREWORD

The Alpine School District is presently administering a career education program to give some positive experiences to the students in exploring various careers.

Seventh-grade students complete a semester course entitled "Career Education." Students analyze themselves and begin to explore their abilities and desires in relation to life's work. Eighth and ninth grade students take a three week Career Education Mini Course which reviews some of the seventh grade curriculum and encourages these students to do additional thinking and searching in the area of careers. Career teachers of eighth and ninth grade students will give emphasis to jobs related to the course material in all subject areas.

The program for ninth grade students includes an on-the-job experience where students observe an occupation and, where possible do the work required for an occupation. Since many students have not observed their parents at their place of employment, this opportunity is being made available to them. Other choices include similar work experiences with a relative or neighbor, or students and their parents going together to observe other occupations.

Prior to leaving the school for an on-the-job visiting experience the students will consider ways they can best communicate with those whom they will meet and interview. Since they represent themselves, their families, their classmates, other teenagers, and their school, they should be given the opportunity to review helpful information in personal communication techniques, appearance, personal responsibility, and use of communication equipment.

Following the on-the-job experience, students complete a career quest projects program. The first section consists of teacher planned projects, group planned projects, and out-of-the classroom projects. The second part offers an alternative. The students may choose to do research on a specific topic or occupation rather than participating in a student quest project. The students concentrate their efforts on doing research from books, questioning resource people, investigating career kits, using recorded media, and other sources they find useful.

NINTH GRADE CAREER EDUCATION MINI-COURSE

PART I PERSONAL PREPARATION FOR COMMUNICATING WITH PEOPLE

Approximate number of days for each part

A. APPEARANCE

B. VERBAL COMMUNICATION

C. PERSONAL RESPONSIBILITY – SELF DISCIPLINE DISCUSSION

2-3 days

D. USE OF EQUIPMENT

E. SUMMARY OF PERSONAL PREPARATION

PART II. THE "ON THE JOB" EXPERIENCE

A. PRE-PLANNING

2-3 days

B. POST-EXPERIENCES

PART III CAREER QUEST PROJECTS

A. CAREER DEVELOPMENT CONCEPTS

B. CAREER QUEST PROJECTS

10 days

(Pages 52-64 local district material excluded from this booklet.)

C. ALTERNATIVE PROJECTS: RESEARCH - RESOURCE

D. PRESENTATION - SHARING SUGGESTIONS

PART I

Personal Preparation for Communicating With People

TABLE OF CONTENTS

A. Appearance

1. Story – "Personality also Includes Appearance"
2. Rating Sheet - "Who Are You?"
3. Optional Suggestions on Personal Appearance

B. Verbal Communication

1. Quotation
2. Rating Chart – "My Speech–Courtesy Quiz"
3. Checklist
4. Introductions
5. Handshake Activity
6. Quiz
7. Listening
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9. Questioning Techniques
10. The Interview
11. Optional Suggestions for Verbal Preparation

C. Personal Responsibility -- Self Discipline Discussion

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1. Respect for Equipment
2. Cassettes
3. Cameras

E. Summary of Personal Preparation

PART I

Personal Preparation for Communicating With People

Prior to leaving the school for an on-the-job visiting experience the students need to consider ways they can best communicate with those whom they will meet and interview. Since they represent themselves (the most important), their families, classmates, other teenagers and the school, they should be given the opportunity to review helpful information in personal communication techniques.

The following suggested activities and lists of resources are presented for your reference in preparing the students for their on-the-job experience. Select from the materials the items that complement the activities of your class during the career unit. The suggested activities for communicating with people are organized under sections entitled APPEARANCE, VERBAL COMMUNICATION, PERSONAL RESPONSIBILITY – SELF DISCIPLINE, and USE OF EQUIPMENT.

It will not be possible to use all of the material presented within the recommended time. Therefore, you will find several ideas listed under optional suggestions. Use these materials at your own discretion. Only two or three class periods should be spent on the Personal Preparation Activities outlined in Part I.

A. APPEARANCE

Classroom Procedures:

1. STORY – Read the Story, "Personality Also Includes Appearance," by Emery Stoops and Lucile Roseheim, Planning Your Job Future, SRA Junior Guidance Series, pp. 28-29. Have the students discuss their immediate reaction to the interviewer's fast evaluation of each girl.

   Personal appearance reflects a person's feelings about himself and influences how he is perceived by others. Self-confidence is added by being well groomed. People are often given opportunities based on personal appearance.

   When you are introduced to someone whom you have never seen before, you decide what kind of a person he or she is partially by his response to the introduction and partially by his personal appearance. Of course, you do not consciously analyze his appearance, but what are some of the things that enter into your general impression of him?

   While you are judging others by these standards, what are they deciding about you? Nothing strengthens self-confidence like knowing that you look well.

   Jobs may be made or lost on the basis of personal appearance. Employers are influenced by personal appearance just as friends are. If you were going to hire someone to be your representative with your customers, what type of person would you choose?

2. RATING SHEET – The students may gain insight on the importance of keeping up their best grooming and appearance by thinking about the suggestions proposed in the "Who Are You?" record sheet, Student Record Book, SRA p. 2.

3. OPTIONAL SUGGESTIONS AND IDEAS ON PERSONAL APPEARANCE

   a. OPEN END PICTURE INTERPRETATION – Have students bring pictures to class

which show an improperly dressed person being interviews for a job. Bring pictures of a properly dressed applicant. Let the students write a short paragraph interpreting what they believe is happening.

b. (DUMMY) DISPLAY -- Obtain store dress models for both a boy and a girl. Have a few students dress them in proper styles of clothing for interviewing.

c. ROLE PLAY -- Role play "Ways to Dress" and "Ways Not to Dress." Let the students role play interview in ways to properly dress and ways not to dress for an on-the-job experience.

d. SUGGESTED RESOURCE PERSONS

1.) Clothing sales persons

2.) Beauticians

3.) Personnel managers

4.) Modeling school instructors

e. SUGGESTED FILMS

1.) Good Looks (1660) 16mm sound 20. Min. Free
Explains what teenage boys and girls want to know about good grooming and personal care.

Modern Talking Picture Service
922 Banosh Street
Denver, Colorado 80204

2.) Personal Qualities for Job Success (11 min.)
Coronet Film - obtain from B.Y.U.

3.) Have students make their own video tape or slide film demonstration of how we are judged by our appearance and have them present it to the class.

B. VERBAL COMMUNICATION

Classroom Procedure:

1. QUOTATION -- To introduce the idea of the importance of our speech, use the following quotation by Daniel Webster. The quotation can be displayed on the bulletin board during the career unit.

"If I were given a choice to retain only one of my personal qualities or powers, I would choose to keep the power of speech; for with it, I could regain all the rest."

Daniel Webster

2. RATING CHART – Using the chart, "My Speech–Courtesy Quiz," My Personal Profile (workbook) pp. 125-127, Milady Publishing Corp., 3839 White Plains R., Bronx, New York, 10467, have students rate themselves in speaking situations. The students can learn how important verbal communication is in presenting themselves to others. Point out that people notice how you look and the way you act but also judge you by the way you sound. They should not underestimate the influence of their speech.

3. CHECKLIST – The checklist, "How Do You Talk?" is a list of speaking traits that most people notice in others. Check your own way of talking. See yourself as others see you.

4. INTRODUCTIONS – It should reduce some of the tension the students may feel about going out to interview people on their jobs if you share with them the accepted ways of making introductions. Have a committee of four to six students find pictures or draw illustration to demonstrate to the class how to make introductions. Use the following examples.

   a. Acknowledging an Introduction

      1.) You should acknowledge an introduction by saying "Hi" or "Hello." If it is a formal situation you reply by "How do you do?"

      2.) Shaking hands in an appropriate gesture. No one should refuse a hand shake. A younger woman should wait for an older woman to offer her hand first.

   b. Examples of Various Introductions

      1.) When introducing two people of the same sex, use the older or more prominent person's name first.
      "Mrs. Harper (married woman), may I present Miss Snelvrove." (single woman)

      2.) When introducing two people of the opposite sex, use the woman's name first, except in cases where the man is distinguished.
      "Mrs. Bestor, May I introduce Mr. Carlisle."

      3.) When introducing an individual to a group mention the newcomer's name first, then the names of the others in the order in which they are seated or standing.
      Mrs. Sheen, may I present the members of our class: Miss Blamires, Mrs. Mayne, Miss Anderson, Mr. Peterson and Mr. McTague."

   c. Additional Guidelines

      1.) Address older people as Mr., Mrs., Ms., or Miss until they ask you to use their first name.

      2.) In informal situations first names are used by everyone.

      3.) If uncertain, ask an older employee which people are to be called by first name and which are to be referred to by Mr., Mrs., Ms., or Miss.

      4.) Introduce a person to all members of a group.

5.) Introduce a guest you bring to class with you to your teacher, either before or after class.

6.) After you have met someone for the first time, it is polite and thoughtful to make some special comment to them when you are leaving.

5. HANDSHAKE ACTIVITY -- A part of almost every greeting in the act of communicating with another person is the personal handshake. Select two boys and two girls to prepare and role play each situation.

   a. When two men meet they almost always shake hands.

   b. Two girls can do so if they wish.

   c. When a woman and a man meet it is up to the woman to make the first move, and offer her hand. (There is no hard and fast rule, however, if you feel like shaking hands, do so; it is a friendly gesture.)

   d. Shake hands whole heartedly--no one enjoys a limp fish handshake; however, clasp hand firmly but do not crunch their hand.

   e. Look directly at the person, not past him.

   f. Put warmth in your voice when answering "How do you do," it helps remove any awkwardness.

6. QUIZ - A quick true/false response in the art of making proper introductions may be given to the sutdents by having them judge themselves on the short quiz, "Judge Your Ability to Introduce People."

7. LISTENING -- Just as important as our apperance and our speech in presenting ourselves to others is our ability to listen. The article, "Listening to Others," Lets Talk, by Mary Frances Bell Ford SRA Guidance Series Booklet, pp. 45-47, will help students to improve their listening techniques as they interview. Have the students read the article. Discuss with the class the ideas the article presents. Then, have the students make a rating chart of their own listing five to ten items showing listening skills.

8. TELEPHONE CONTACT -- The students' first contact with people they want to interview will usually be a telephone call. The following outline on the use of the telephone may be helpful in preparing students to present themselves well over the telephone. Let two students write a sample telephone conversation using the telephone techniques as a guide. Have them bring to class two telephones for props. Using the phones have them demonstrate the proper way to call for their on-the-job interview.

TELEPHONE TECHNIQUES

When Telephoning Remember:

   a. Know what your purpose in calling is before you call.

   b. Identify yourself immediately.

c. Get to the point of your call right away.

d. Consider the possibility that your call may have come at an inconvenient time.

e. Realize that your true feelings show in your voice even if your face cannot be seen.

f. Be as courteous in every respect as you would be if you were talking face to face.

9. QUESTIONING TECHNIQUES -- Prepare the students for the interview. They will need directions in the art of interviewing as it will be the first formal experience in interviewing that many of them will have. Following are a few statements to discuss about how to prepare for questioning.

QUESTIONING TECHNIQUES

Review with the students the following helps in asking questions:

a. Write down the questions so you don't forget what you want to ask.

b. Ask the question in a complete statement so the person who has to answer is not trying to second guess what you want to know.

c. Use correct grammar. Avoid the use of slang expressions as well as the word ain't.

d. Act interested while the person is talking and answering questions you have asked.

e. Listen to what the person has to say. Don't embarrass yourself by having to ask him to repeat his answer because you didn't pay attention.

f. Make the question short and concise.

g. Act self assured, be confident. You are on an important assignment.

10. THE INTERVIEW

a. The form, "What is a Job" Student Centered Occupational Preparation and exploration, Utah State Board of Education, 1972, p. 619, should be useful to the students in preparing them to ask meaningful questions about the person's job.

b. The teacher might also make copies of the "Interview Readiness" list and give it to the students as a check on their readiness prior to the interview.

11. OPTIONAL ACTIVITIES FOR VERBAL PREPARATION

The following are brief suggestions for the students to refer to in further preparations of communicative skills. Remember however, the best procedure is to have the students initiate their own ideas and activities.

a. PREPARE QUESTIONS -- Have a group of students consider the kinds of questions they will ask in the interview. Let them make up questions, use reference material and make up their own lists of questions to ask.

b. RESOURCE PERSON -- Ask someone who does interviewing to come and talk about what they look for in a person being interviewed.

c. SKITS -- Have students break into groups. Each group will prepare a skit or short characterization on a certain aspect of interviewing, i.e., appearance, manners, listening, health, question-answer, etc.

d. VIDEO TAPE -- Have students create their own interview examples on video tapes and present them to the class.

e. ROLE PLAYING -- Have students role play the greeting (handshake, what to say, etc.) for the on-the-job interview. Stage an interview with a student who will portray some of the following types: Joe College, hippy, shy bashful, withdrawn, over-confident, too talkative, know everything, etc. Have students show reaction to the staged interview.

f. FILM -- "Applying for a Job" (11 minutes) available from Utah Employment Office (1½ weeks advance notice.)

g. TELE TRAINERS -- Help students to develop telephone communication skills by using tele-trainers. They are supplied by most telephone companies. The equipment is designed to enable the whole class to hear the conversation even though one or both of the participants are out of the room. A manual with many workable classroom activities accompanies the equipment.

h. DRAMA -- Have students rehearse and present to the class a short drama entitled "The Job Interview."

C. PERSONAL RESPONSIBILITY -- SELF DISCIPLINE DISCUSSION

Classroom Procedure

Being able to conduct yourself in a mature and responsible manner without having to be watched and often corrected and directed in social situations is what is meant by self discipline. A person who is socially mature takes care of his own behavior and is always considerate of other persons.

A resource that may be used to impress the students with the importance of keeping their personal behavior within socially accepted bounds is the pamphlet entitled, "Getting Along." Copies may be purchased from the Economics Press, Inc., Fairfield, New Jersey, 07006.

Discuss acceptable behavior standards. This topic is always a challenge when talking with teenagers. The "Seven Signs of Maturity," Growing Up Emotionally, William C. Menninger, M.D. SRA Guidance Series, Booklet p.8, can be used to initiate a productive discussion concerning students being responsible for self-discipline. Each student should have a copy of the "Seven Signs of Maturity" during the class discussion.

D. USE OF EQUIPMENT

Classroom Procedures:

In recording the interview and in sharing the information gained from the on-the-job

experience the students may need to use audio visual equipment. Some instructions concerning the proper use of the equipment should give the student more confidence while using it.

1. Respect for equipment -- Hold a class discussion on "Why should we respect the equipment?" Include such things as the following:

   a. Cost - A cassette recorder costs at least $40.00. A camera costs $20.00 to $400.00.

   b. Repairs - Repairs are very expensive and time consuming. Many times the parts are not available. People trained to repair the equipment are often difficult to find.

   c. Looks - A nice looking piece of equipment is more enjoyable to use and impresses others.

2. Cassettes -- Hold up a cassette before the class and explain each of the buttons, the A.C./D.C. switch. Show the students how to insert a tape, how to record, how to play back. Stress the technique of holding the mike close to the speaker and the machine away from the mike.

3. Camera -- Explain the parts of a camera. Show the students how to load and how to position the film for each shot. Stress the techniques of holding still, getting close to the subject, having the sun at your back, and creating a balanced picture.

E. SUMMARY OF PERSONAL PREPARATION

Classroom Procedure:

Give the students a set of instructions concerning their conduct as they go to the on-the-job interview experience. A copy of it should be given to the students before they leave the school. It will summarize the activities on Personal Preparation for Communicating with People.

PART II

The On-the-Job Experience

FOREWORD

Each ninth-grade student will participate in an on-the-job experience with his parents or other responsible adults at their place of employment. He will prepare for this experience, participate in an on-the-job experience, and report his findings to the class. The following pages will assist the student in making this a worthwhile experience.

TABLE OF CONTENTS

A. Pre-Planning

1. News Article to Local Newspaper
2. Form Letters to Parents
3. Preparation for On-the-Job Experience
4. Career Activity Slips

B. Post-Experiences

1. Parents' Response to Experience
2. Students' Account of Experience

A. PRE-PLANNING

1. News Article to Local Newspaper

Each school will send a news article to the local newspaper. This will be sent early in the school year before the letters are sent home to the parents. This article will explain the on-the-job experience with the parent.

2. Form Letter to Parents

The following letter explains the on-the-job experience the student will have with his parent. Explain each part of the letter to the students. The students should take the letter home at least two days before the intended experience.

3. Preparation For On-The--Job Experience

The on-the-job experience may be divided three ways: The pre-experience, the experience, and the post-experience. Each of these are limited only by the imaginations of the students and teacher. The following form is a suggested way in which this preparation may be completed. The student will decide upon a definite experience, complete the form and return it to the teacher at least one day prior to the on-the-job experience.

4. Career Activity Slips

The teacher will provide the school office and all other teachers with a list of students who will be gone on a career activity.

OREM JUNIOR HIGH SCHOOL
OREM, UTAH

Dear Parents:

Your school is presently administering a career education program to give some positive experiences for your child in aiding him or her to explore and observe different careers.

Each seventh-grade student will complete a semester course entitled "Career Education." This course will encourage all students to look at themselves and begin to explore their abilities and desires in relation to their life's work. Eighth and ninth grade students are taking a two or three week mini-course in Career Education. These students review some of the content of the seventh grade course which encourages them to do additional thinking and searching in the area of careers. Teachers of eighth and ninth grade students give emphasis to jobs related to the course material in all subject areas.

Most ninth grade students have not had an opportunity to observe their parents at their place of employment. To increase this possibility of an on-the-job observation and to provide a time for building a better relationship between child and parent, it is proposed that a day be set aside to take your child to work with you. If the nature of the job, the company, etc., make it impossible for your child to go, it is suggested that you might make arrangements with a relative, a close friend, or some other responsible adult who might be able to give your child this experience. We would appreciate your help in making this a worthwhile opportunity.

If it is possible for your child to participate with you or another adult in a career experience, please indicate below. This must be returned to the school before the student will be released for this work experience.

Sincerely,

Orem Junior High School

Name of Student _____

Date of Experience _____

Parent or Guardian _____
Signature

PREPARATION FOR STUDENT-ADULT EXPERIENCE

Student's Name _____

Proposed Type of Experience _____

_____

Place of Proposed Experience _____

Address _____

Telephone Number _____

Date and Time That Student Will Be On The Job _____ _____
Date

_____ to _____
time

Name of Accompanying Adult _____

Address _____

Telephone Number _____

CAREER ACTIVITY SLIP

Please excuse the following ninth grade students on _____ to participate on a career
(date)

field trip. They will be under the direction of _____
(teacher)

1. _____
2. _____
3. _____
4. _____

CAREER ABSENTEE SLIP

Please excuse _____ who will be on a ninth grade career field trip with
his/her parent.

_____ _____
(date) (time if not all day)

B. POST-EXPERIENCES

1. Parents' Response to Experience

To help evaluate the work experience of the student, the parent will complete the following form and make comments where necessary. This form will be given to the parent the day of the on-the-job experience and returned to the teacher the day following the experience.

2. Students' Account of Experience

The following form may be used by the student to record his experience and to aid him in his report of the experience. Explain the items on this form to the students before the on-the-job experience. This form or some other written account of the on-the-job experience will be placed in the student's portfolio.

LINCOLN JUNIOR HIGH SCHOOL
OREM, UTAH

Dear Parent:

To help us better evaluate the work experience with your child, please check the items below and make any comments that will help us be more effective in teaching career education.

1. Was this a worthwhile experience for the child? ___ yes ___ no

   Comments: _____

   _____

2. Do you feel that similar experiences with other adults would be valuable for the child? ___ yes ___ no

   Comments: _____

   _____

3. Would it have been a more valuable experience if the child were able to spend more than one day with the adult? ___ yes ___ no

   Comments: _____

   _____

4. Please make any comments or suggestions that would make this a more meaningful experience for the child.

   Comments: _____

   _____

   _____

   _____

STUDENT'S ACCOUNT OF EXPERIENCE

Student's Name _____

Occupational Title _____

Make observations and answer the following questions:

1. What duties are included in the job.

   a. _____

   b. _____

   c. _____

2. How much training after high school is necessary to perform this work?

   _____

   _____

3. Give two advantages of this kind of work.

   a. _____

   b. _____

4. Give two disadvantages of this kind of work.

   a. _____

   b. _____

5. What personality traits did you recognize as being helpful?

   a. _____ c. _____

   b. _____ d. _____

6. What is the starting pay? _____

7. What is the maximum pay? _____

8. Where would you work if you pursued this occupation? _____

   _____

   _____

9. Would you be interested in doing this kind of work for the rest of your life?

   Comment: _____

   _____

10. How many hours per day and per week would you work? _____ day _____ week

11. Is the work seasonal (would you be laid off sometime during the year)?

    Comment: _____

    _____

    _____

12. What are the prospects for advancement? _____

    _____

13. Could training and experience in this job be used on other types of jobs?

    Comment: _____

    _____

14. Do you need to be licensed or certified to do this kind of work? _____

15. Are you expected to belong to a union or professional association? _____

16. What courses in junior high school or high school would help prepare you for this job?

    _____

    _____

17. What opportunities are available in Utah for this kind of work?

    _____

    _____

18. Make any suggestions that you feel would have made this a better experience for you.

    _____

    _____

19. Was there anything of an exciting, unusual, or humorous nature that took place during your experience?
    Comment: _____

    _____

20. Send a thank you letter to the employer.

21. Return to teacher to place in portfolio.

PART III

Career Quest Projects

TABLE OF CONTENTS

A. Career Development Concepts

B. Career Quest Models

1. In-class Career Newspaper
2. "Mirrors of Your Tomorrow"
3. "Buddy" Field Trip
4. "To Hire or Not . . That is the Question"
5. Animals - "Pets or Pests"
6. "Be of Service . . Do Your Own Thing"
7. "What it Means to Be a Dropout"
8. "Be a Living Part of Your Community"
9. "Teenager in Trouble"
10. "What Makes a House?"
11. "The World of Work Through Newspaper and Magazines"
12. "When We Old Were Young" and "Now That We're Old"
13. "Who Want to Hire a Teenager"
14. "What About the Radio World"
15. "Show-off and Share"
16. "The Motorcycle Craze Could Drive You Crazy!"
17. "Creative Business"
18. "Is It Really a Boob-tube?"
19. "It's Your Body!"
20. "What's the Big Hang-up About Hair?"
21. "Why Does Robert Redford Fight It?"
22. "Are Consumers Suckers?"
23. "Tell It Like It Is"

C. Alternative Projects: Research-Resource

1. Behavioral Objectives
2. Classroom Activities - Tentative Time Schedule
3. Student's Role
4. Teacher's Role
5. Resource Person's Role
6. Forms

   a. Student Outline for Resource Persons Brought Into the Classroom
   b. Questions Stimulate Interaction
   c. Group Conferences Need Planning

D. Presentation - Sharing Suggestions

A. CAREER DEVELOPMENT CONCEPTS*

1. Understanding and accepting self and others affects career development.
2. The individual should be self-governing in order to be prepared for work.
3. Work has dignity as it contributes to society.
4. An individual works to satisfy personal and social needs.
5. Education and work are interrelated.
6. Occupations are of a wide variety and may be grouped in different clusters.
7. Geographical location and job specialization lead to interdependency and affect career choice.
8. Personal habits, physical and mental health affect success in careers.
9. An individual may be qualified to perform in many different occupations, and any one occupation may accommodate a variety of individuals.
10. Career choice affects leisure time activities and leisure time affects career choice.
11. An individual's attitudes, values, and life style affect career choice and success.
12. Age, sex, ethnic group, or religion no longer limit career possibilities to the extent that they have in the past.
13. Women as well as men should prepare for a career.
14. Jobs may be obtained in a variety of ways.
15. Most jobs are competitive.
16. Technilogical and sociological changes affecting supply and demand of jobs and workers may necessitate retraining.
17. Decision-making skills are essential for realistic career choices.

*Utah State Department of Education

B. CAREER QUEST PROJECT MODELS

"The poorest education that encourages self-involvement, is better than the best that neglects it."

- P.T. Carbes

Observation more than books, experience rather than persons are the prime educators."

- A.B. Alcott

"He is to be educated not because he is to make shoes, nails, and pins, but because he is a man."

- Channing

FOREWORD

During the final ten days of the 9th grade career mini-course, any of the following twenty three quest projects or alternative projects may be used. Projects one through six are explained in detail. The remaining projects may be developed in a similar manner.

The implementation of the career quest projects may be applied in the following ways:

- A project could be teacher-planned and carried out in the classroom with an entire class.
- The class members could work in small groups, but remain primarily in the classroom.
- For an out-of-the-classroom experience, most projects could be implemented with small quest groups moving out into the community or within the school.
- Some projects could be a combination of the above methods.

"Don't fall into the vulgar idea that mind is a warehouse, and education but a process of stuffing it full of goods."

-John M. Mason

No. 1 IN CLASS CAREER NEWSPAPER

JOB FAMILY: Communications

CAREER DEVELOPMENT CONCEPTS: 4, 6, 15

GOALS OF PROJECT:

- Quest students would coordinate the news of all class career projects into their own newspaper.
- The quest students would realize the cooperative efforts of trained people in working together toward a common goal.
- All students in the class would contribute some writing toward this newspaper.

NOTE: This project could involve an entire class working in small groups. It could be a quest project for a single small group who chooses to remain in class, while other quest groups are working on other projects. This newspaper would not be a formal journalism project. It should include the author's name after his article, promote the student's sense of humor and creativity as much as possible.

PRE-PLANNING:

1. Introduce the newspaper project and its relationship to the world of work.
2. Each student will analyze a newspaper to determine the different sections or groups which contribute to the content of a paper. The main sections will be listed on the board.
3. The class will be divided into groups of approximately five people each.
4. Each group will choose an editor for its section. The editor would be responsible that everyone has a specific assignment. He would help to coordinate all results.

EXPERIENCE: SUGGESTIONS FOR IMPLEMENTATION:

1. "Editorial Page" Section
   - Could include a letter to the editor about the need of a year-round swimming pool in the community.
   - Could include an editorial about the animal control problem and what are the animal control officers doing about it.
   - Could include a letter about the cooperation shown by community businessmen who were involved in various quest projects.

2. "Advertising" Section

   - It could include a report on kinds of want ads most common in area newspapers.
   - Students could create their own fictitious want ads using students' names and fictitious situations.
   - This section could create advertisements concerning anything in the world of work.

3. "Interviewing-Feature" Section

   - As many as ten people might handle this section.
   - Students within class could be interviewed concerning their part-time jobs, future career plans, and ways that they earn money.
   - Teachers could be interviewed concerning the teaching profession or other careers. Interview custodians, lunch ladies, school nurse, administration and other resource people in the school.

4. "On the Job Report" Section

   - This group could use information from the "On the Job" experience sheets.
   - Survey types of jobs that their parents have.
   - Summarize educational background needed in different kinds of jobs.
   - Find most "unique" job.
   - Survey of working mothers. Find out from some students what it's like to have a working mother, the good and bad.
   - Do a biographical story on a local career individual.

5. "Society" Section - "The Arts" Section

   - Explore talents of the class members.
   - Research a professional performer and find out how his career started and developed.
   - Have a "Dear Abby" column.
   - Publicize happenings in school.

6. "Sports Section"

   - Using the Career Kit for research, write an article on the world of professional athletes.

7. "Human Interest" Section

   - This section would do the front page.
   - Plan the headlines and front page stories.
   - Conduct a newspaper name contest. The class would vote for the final name from their own suggestions.
   - The "Guiness Book of Records" is a good source for interesting records and facts.
   - Any special interest stories, either true or fictitious, could be written about the students in class.

8. Students work within their sections for approximately two days, getting information and writing.

9. The editor of each section will direct his group members to read all articles and to plan their pages. The members should proofread each other's work before the article is ready to be typed.

10. After proofreading, the articles need to be typed and laid out on the pages. (Some 9th grade students can type well. High school type classes often look for special projects such as this.)

11. All author's names should appear after the article they've written.

12. The final copy will be typed. The students can run it off and the entire class could help in stapling the newspaper together.

POST-EXPERIENCE:

1. One day will be spent to read the finished paper and to read any other paper of another class working on a similar project.

2. Copies of the newspapers could be displayed in the library and copies sent to other classes within the department teaching the 9th Grade Mini-course.

"There are obviously two educations. One should teach us how to make a living and the other how to live."

James Truslow Adams

No. 2 "MIRRORS OF TOMORROW"

JOB FAMILY: Could fit any family.

CAREER DEVELOPMENT CONCEPTS: 5, 9, 10, 11, 16, 17

GOALS OF PROJECT:

Each student will participate in discussions and in activities about changing times and the effect upon his career choices.

NOTE: This project is designed as a teacher-directed lesson for an entire class.

SUGGESTED ACTIVITIES:

1. Show the 16mm film "Year 1999 A.D." available free from the Ford Motor Co.
2. Divide the class into groups and have them write a group description of possible changes in their lives and in occupations thirty years from now.
3. Discuss or write on the following: (1) The three things I think I'm good at, (2) The three things about myself I need to improve, (3) The three things I wonder about most, (4) The three things in life that are most important today, also five years and twenty years from now.
4. Have groups research and make displays representing thirty years ago, the present, and thirty years from now in the following areas: Dress, grooming, transportation, historical events, recreation, jobs, family, food, schools, housing, buildings, music, dances, yearbooks, pictures, courtship.
5. Write original science fiction stories.
6. Make a list of possible new jobs and also a list of jobs that may be eliminated in the future.
7. Interview older adults about the changes in their jobs over the years.
8. Have each student write an imaginary letter to his fourteen year old grandchild in the year 2003.
9. Have a group of students research the potential earnings possible over a working lifetime according to years of school completed. (For example, the value of each day in school in eventual earnings for those with eight years of schooling is $166.00 per day. Those with four years beyond high school, the rate is increased to $483.00 per day.)
10. Interview older adults and record their advice for the teenage generation.

"It is by education I learn to do by choice, what other men do by the constraint of fear."

Aristotle

No. 3 "BUDDY" FIELD TRIP

JOB FAMILY: Could fit any family

CAREER DEVELOPMENT CONCEPT: 1, 2, 4, 17

GOALS OF PROJECT:

Two junior high school students will research a career-oriented resource, place or person and will conduct a mini-field trip with four elementary 4th, 5th, or 6th grade students.

Parent involvement will be necessary for transportation.

The quest junior high school students will act as leaders for the younger children and in sharing with them, will become actively involved in researching careers.

NOTE: This project was designed for a small group of two junior high students. It would be necessary for the junior high school career education mini-course teacher to first contact an elementary school principal about getting his cooperation for this project.

PRE-PLANNING:

FIRST DAY

1. The students in the mini-course career class will choose a field trip partner.

2. The two-student quest team will survey their own desires for a field trip experience, keeping 4th, 5th, and 6th grade children's interests and abilities in mind.

3. They will make a list of some possibilities for field trips. They will star their first three choices and explain why those were their choices. Hand this paper in at the end of the first day of the project.

4. The quest group will write out a telephone introduction of how they might introduce themselves and their project to an employer whose business they might want to visit. The telephone introduction paper could include:

   - Students' names
   - Teacher's name
   - Their school
   - Their class and brief explanation of the project and its purpose
   - Tentative dates for the two visits.

   (The first visit would be about two hours at which time the quest group would investigate the field trip resource in order to plan a good experience before they go on the second visit with the four elementary students.)

A paper with the telephone introduction to the employer will be handed in at the end of the period of the first day.

SECOND DAY

5. The students will write out a brief introduction to be given on the phone to an elementary school principal who will aid the students in contacting the elementary teacher. The paper with this introduction will be handed in for approval to the mini-course teacher.

6. The students will call their first choice career resource to explain their project and to arrange a date for their first planning visit.

7. The students will call the elementary school principal to get help in contacting a teacher. They will suggest that they will contact him the following day for further information he could provid about the teacher and a possible field trip date.

8. The quest group students will design a form which would have a place for the following information:

   - junior high school students' names
   - name of junior high school
   - junior high school teacher's name
   - field trip address
   - date of project
   - name of the parent providing transportation and place for his signature

   (This form will be approved by the Mini-course teacher, taken home to the parent, and eventually signed by the elementary teacher and the resource person.)

9. The quest students will arrange transportation which will be one of their parents.

THIRD DAY

10. The quest group will visit the field trip site to make plans for the field trip with the younger children. This will take approximately two hours. They will accomplish the following:

    - Arrange for someone at the site to help them with planning
    - Arrange the actual field trip time
    - Upon their return, they will stop briefly at the elementary school to notify the teacher of the arrangements.

FOURTH DAY

11. The quest group will plan specific ideas and activities for the children on the field trip, using their planning trip information. They will hand in an outline of the field trip plans to the Mini-course teacher.

    Suggested Activities for field trip:

    - Explain and discuss the highlights of the field trip experience.

    - Tell the children that they are expected to ask at least two questions of some adult at the field trip site.

- Work out a fun, fact and clue type of sheet which would encourage the children to observe carefully.

- Plan to bring a camera to record the experience.

12. The quest group will make up a short completion form that the elementary children and their teacher may complete and send back in the self-addressed envelope to the junior high school students. This form is to be given to the elementary children upon their return to school from the field trip. This is a feed-back for the junior high students and for their teacher. One copy could be given to each child with a place for their teacher to make comments.

SUGGESTED FORM:

1. Child's Name: _____

2. The name of the place where I went on my field trip was:

   _____

3. The two things that I liked best about the field trip was:

   _____

   _____

4. Something I didn't like about the field trip was: _____

   _____

5. Why or why not would one of your friends like this field trip:

   _____

6. Teacher's Comments: _____

FIFTH DAY

13. FIELD TRIP EXPERIENCE:

The students will:

- Take a release activity slip to all of their teachers before they leave.

- Take along any sheets for activities.

- Take along the evaluation sheet and the self-addressed, stamped envelope.

SIXTH DAY

14. POST-EXPERIENCE:

The quest group will discuss the evaluation letter from the elementary people.

On a sharing day in class, the "Buddy" field trip team could briefly share a few highlights with the class. They could read the comments of the children and of their teacher.

The quest group could show any pictures which the children may have taken.

The "Buddy" field trip quest group could share their feelings with the teacher and with the class about the success of their project and about any changes or improvements concerning a similar project.

"The first thing education teaches you is to walk alone."
James Truslow Adams

No. 4 "TO HIRE OR NOT . . . THAT IS THE QUESTION"

JOB FAMILY: Marketing

CAREER DEVELOPMENT CONCEPTS: 5, 8, 9, 13, 14

GOALS OF PROJECT:

- Students would realize the importance of "first impressions" and of "selling yourself."
- Students would be able to list their positive qualities and saleable talents.
- Students would be aware of personnel director's career.
- Students would get actual practice in interviewing.

NOTE: This project is designed as a teacher-directed activity for an entire class.

SUGGESTED ACTIVITIES:

- Show the 16mm film entitled "Applying For A Job." This eleven minute film is available at the Utah Employment Office.
- Make a list of questions frequently asked during the employment interview.
- Have job interview situations in the classroom.
- Role play an interview with student volunteers taking the parts of the interviewer and the interviewee.
- Practice writing a job application letter with a resume of yourself, your talents and your positive qualifications.
- Invite a professional interviewer to demonstrate and discuss the job interview in relation to: Appearance, personality, education. (Students could also evaluate the interview.)
- Have the students demonstrate answering interview questions properly by presenting a short play. Source: Junior High School Curriculum Guide, Memphis, Tennessee.
- Select a job from the newspaper want ad that might be interesting to them and write a complete letter answering the ad.

"Everyday's experience shows how much more actively education goes on out of the schoolroom than in it."

Channing

No. 5 "ANIMALS - PETS OR PESTS"

JOB FAMILY: Public Service - Science

CAREER DEVELOPMENT CONCEPTS: 3, 6, 11

GOALS OF PROJECT:

The quest students will become acquainted with a variety of careers involving animal care and control.

The student may become more understanding of the responsibility in owning a pet.

The student would realize how individual effort and concern can affect a whole community.

NOTE: The format used in implementing this quest is applicable to many of the suggested out-of-the-classroom, small group quests. It was designed on a 7½ day basis but may be lengthened or shortened.

PRE-PLANNING:

FIRST DAY

1. Form a small group of 3-4 students.
2. Survey each other about their own pets and those of their neighbors. (This can help the group to get to know each other.)
3. They discuss any problems that they are aware of concerning animals.
4. They briefly discuss the need for good care and control of pets in our fast-growing communities.
5. The group would list potential resource people concerning animal care.

   EXAMPLES: Veterinarians
   Animal Control Officer
   Humane Society
   Pet Store Owners
   Homeowners

6. Get telephone number of these resources.
7. Survey parents, neighbors and home owners concerning animal control problems. (This would be done at home by each group member.

SECOND DAY

8. Report back to each group member concerning their survey results.

9. Each group member will write what they might say when they call the resource-career people. This phone call could provide information and in at least two cases should involve making an appointment for a visit to the resource.

SUGGESTED USE OF RESOURCES:

Make an appointment to visit the veterinarian.

Meet with the Animal Control Officer and arrange to visit an Animal Shelter.

Share with the Humane Society ideas, and get copies of their written materials.

HAND IN: The paper with the planned questions to be used for the telephone calls should be handed in to the teacher prior to making the calls.

10. Practice using Cassette tape recorders before interviewing people.

11. All members of the quest group will check with their parents for tentative transportation.

THIRD DAY

12. The quest group will make their telephone calls to their resource people.

13. Decide on the time and places for the out-of-school visits. The two visits, one to the veterinarian and one with the animal control officer, should be made on the same day. Both would probably take about 3-4 hours. HAND IN TO THE TEACHER A SHEET WITH THE DATE, TIME AND PLACE OF VISIT.

14. Work with career kits. Each of the quest members will take a different career related to animal care and control and will study the information on it to better prepare themselves for their visits.

15. Prepare some questions that the students can ask their resource people on their visit. HAND OR SHOW THESE QUESTIONS TO THE TEACHER.

FOURTH DAY

16. Visit with humane society people who are very willing to meet with students. They would send a representative of their organization to visit with the quest group. Get materials from them. Materials would be given to the entire class later.

17. Finish career kit research started on the previous day.

18. Write out the activity slips to release students from classes. Show the slips to the student's teachers.

EXPERIENCE: FIELD TRIP EXPERIENCE

FIFTH DAY

19. Remind Group:

- to check out cassette equipment if they use it
- to take their prepared questions
- to take a notebook and pencil
- to represent their school and themselves well.

POST EXPERIENCE:

SIXTH DAY

20. Quest group will meet and listen to the cassette tape, and review any written notes.

21. Each quest member could make a telephone call to another community's city center and get some information about their animal control program.

22. Return to class and discuss any information about different programs in different communities.

23. Look over examples of "Letters to the Editors" from newspaper and magazines.

24. Each quest group student will write a "Letter to the Editor" to be sent to the community newspapers. The letter would share the students' reactions to any aspect of animal care and control that they found interesting.

SEVENTH DAY

25. Finish the letters and hand the final approval copy to the teacher.

26. Decide on the activities that this quest group will do to share their experience with the class.

SUGGESTIONS:

Pass out the materials given to them by the Humane Society and point out some of the more interesting facts and ideas.

Read the "Letters to the Editor" which they wrote and tell the class to watch the newspaper for their letter.

Other sharing suggestions can be found in Section V "Presentation-Sharing Suggestions" in this manual.

EIGHTH DAY

27. Present their quest report in the method chosen by the quest group. (This would be done when all class members are present.)

28. Final evaluation of the entire project:

-Students may determine the value of this kind of a project in written or oral comments.
-Students may make suggestions for improvement.

"Instruction ends in the schoolroom, but education ends only with life. A child is given to the community to educate."

- F. W. Roberson

No. 6 "BE OF SERVICE . . . DO YOUR OWN THING"

JOB FAMILY: Could fit any family.

CAREER DEVELOPMENT CONCEPTS: 3, 7, 8, 9, 17

GOAL OF PROJECT:

The quest group will write some original plays, poetry, retold fables and stories which have career implications.

The students will share with elementary age children a variety program which will be both entertaining and educational and will relate to career education.

NOTE: This project is designed for small groups, to plan, develop and practice within the classroom, after which the quest project will be presented to elementary school children. Many of these projects may also be shared with other junior high classes.

SUGGESTED ACTIVITIES:

Write original plays concerning any facet of careers. They could present the play for the children and then give the class written copies of the script. They might have the children present it.

Write original poetry or stories that could be taped and used with listening posts in elementary schools. This could be used as a reading tool and as a learning tool about careers.

Present a "Readers' Theater" portrayal of the life of an ant to show the jobs and responsibilities of the members of an ant colony. It would show how the ants, like people, have certain "careers" and depend on one another. It might serve as a clever introduction to a unit on careers in an elementary class.

Have a quest group prepare and present a Utah history and community highlight program to a local fourth grade class. The program could consist of songs, readings, Indian dances, displays, recordings, butter churning, soap making, pioneer newspaper, recipes, candle making and skits. Changes in society and technological advances as shown in history can make children aware of change and its effect on careers.

A group of students could prepare a 35mm slide and sound presentation in an area pertaining to careers. Elementary children could be used in the slides themselves. The presentation could then be shared with the elementary classes.

A quest group could do a presentation on the world of flight including demonstrations on rockets, airplane models, and a film strip on aviation.

Retold stories and role-playing fables: The list below of fables have career implications and

themes which could be presented by a quest group who could also get the elementary children involved in a role-playing situation.

STORY	CAREER APPLICATION
The Gardener and His Dog	Don't bite the hand that feeds you.
The Milkmaid and Her Pail	Don't count your chickens before they are hatched.
The Ant and the Grasshopper	It is thrifty to prepare today for the wants of tomorrow.
The Fox and the Grapes	Any fool can despise what he cannot get.
The Hare and the Tortoise	Slow and steady wins the race.
The Crow and the Pitcher	Necessity if the mother of invention.
The Miser	The true value of money is not in its possession, but in its use.
The Lark and Her Young Ones	If you want a task well done, then do it yourself.
The Farmer and His Sons	Industry sometimes pays unexpected dividends.
The Little Red Hen	Work pays off in the end.
The Three Little Pigs	Work not only for today, but for your future as well.

No. 7 "WHAT IT MEANS TO BE A DROP-OUT"

JOB FAMILY: Public Service

CAREER DEVELOPMENT CONCEPTS: 1, 2, 8, 10, 11

GOALS OF PROJECT:

Project will help the students to see the connection between dropping out of school and career opportunities.

Students in a small quest group will be exposed to real-life drop-out situations.

Quest students will share facts, their reactions, and their conclusions with their classmates.

SUGGESTED ACTIVITIES:

Visit an employment bureau.

Interview businessmen about hiring drop-outs.

Talk to older drop-outs for their reactions.

Display "Anti-drop-out" posters in school.

Make announcements over the school speaker about dropping-out.

Use the film strip: "The Four Who Quit"
Comes with cassette or record: Parts 1 & 2
Available at: Media Center
Alpine School District

Survey "want ads" which apply to unskilled workers.

No. 8 "BE A LIVING PART OF YOUR COMMUNITY"

JOB FAMILY: Public Service

CAREER DEVELOPMENT CONCEPTS: 4, 7, 12, 16

GOALS OF PROJECT:

Quest group members could meet some of the leaders of the community.

Students could learn about careers involved in government, particularly that of their own community.

Quest students could educate community officials about career education and convince them of students' interest in being of service to the community.

SUGGESTED ACTIVITIES:

Visit a city council meeting.

Take pictures of leaders and officials and make a foyer display for the school.

Interview the officials' wives for highlights and human interest facts about their husbands.

Quest group could find ways of being of servicy on a community project.

Present a plan for a bicycle safety course and help to put it into action.

Illustrate on posters some of the careers in action in a community's city center.

No. 9 "THE TEENAGER IN TROUBLE"

JOB FAMILY: Social Service

CAREER DEVELOPMENT CONCEPTS: 2,8, 11, 17

GOALS OF PROJECT:

Students will become aware of careers associated with helping teenagers.

Students may gain an insight in human nature and how environment can shape people.

SUGGESTED ACTIVITIES:

Spend time with a social worker.

Study some case histories of problem teenagers.

Meet with the school counselors and discuss ways that students could help problem students.

Interview juvenile officers and get facts on running away, driving offenses, drug problems, shoplifting problems, truancy and any other teenage problems.

Check with the Chamber of Commerce about the effects of shoplifting on local business.

(This project could be narrowed down to just one of the kinds of teenage problems, and could involve the quest group with careers concerning that aspect.)

No. 10 "WHAT MAKES A HOUSE?"

JOB FAMILY: Construction

CAREER DEVELOPMENT CONCEPTS: 3, 6, 9, 16

GOALS OF PROJECT:

Career specialization at work would be seen by students.

Quest group could get a more realistic picture of a home builder and a home owner.

Students would learn value of technical education in becoming a skilled worker.

SUGGESTED ACTIVITIES:

Quest group could take pictures of various stages of home building.

Group could build a small model and pinpoint all skilled careers involved in building a home.

Interview a building contractor.

Each quest student could make a more detailed study of a particular aspect of homebuilding that interests him.

Make a display of innovative developments and materials used in home building.

Make a poster or bulletin board of a home of the future.

NOTE: This quest could lend itself to an entire class project, with each member participating in different small quest groups, or one small quest group could choose to do the quest.

No. 11 "THE WORLD OF WORK THROUGH NEWSPAPERS AND MAGAZINES"

JOB FAMILY: Communication

CAREER DEVELOPMENT CONCEPTS: 5, 7, 15, 16

GOALS OF PROJECT:

The quest students would realize the extent to which media may influence career education.

The quest group may provide worthwhile materials that the entire class may use.

SUGGESTED ACTIVITIES:

Search in magazines and cut out articles pertaining to careers. (Assign all class members to bring magazines for resource.)

Organize a career research file from these articles.

Design and put up a career bulletin board using most unique articles and pictures.

Write newspaper articles for the school newspaper about 7th, 8th, or 9th grade projects in career education.

Take pictures of students in school, suggested by teachers, who are doing interesting innovative projects. Display clever "Wanted" posters in school with students' pictures and brief facts about what they are doing.

NOTE: This quest project could be designed for a whole class project or as a small 3-4 student quest. The entire project could be completed within the school or in the classroom.

No. 12 "WHEN WE OLD WERE YOUNG" AND "NOW THAT WE'RE OLD"

JOB FAMILY: Public Services

CAREER DEVELOPMENT CONCEPTS: 1, 4, 9, 11, 17

GOALS OF PROJECT:

- The student would appreciate the elderly person by getting to know him better.
- The quest students would realize the changing world of work.
- The students may become aware of a place for the elderly in the world of work.
- Through talking with the elderly person, the student could realize the variety of careers and changes that many people experience.
- The students would be exposed to a variety of careers involving the elderly person.
- The students would be made aware of the growing elderly population and its needs.

SUGGESTED ACTIVITIES:

- Spend a ½ day in a rest home helping with patients, talking with them, and meeting nurses, rest home manager and others who have a career at the nursing home.
- Contact the Senior Citizen's Program and look at its schedule of activities for one week.
- Invite a Senior Citizen Band, a dance group or a craftsman to the class or to the school.
- Interview an elderly person who maintains his own home, has hobbies and who might still have work or a career of some kind.
- Make a survey of parents, neighbors and teachers about their old-age plans, interests and concerns.
- "Adopt a Grandparent" (Quest group could be responsible for setting up a program in their school.)

No. 13 "WHO WANTS TO HIRE A TEENAGER?"

JOB FAMILY: Could fit any Family.

CAREER DEVELOPMENT CONCEPTS: 1, 2, 5, 8, 14

GOALS OF PROJECT:

- Students will take a look at the teenage employment picture.
- The teenager may become more aware of employer expectations and attitudes.
- Quest group may think about part-time experience and its carry-over value for a future career.

SUGGESTED ACTIVITIES:

- Survey employers concerning their feelings about hiring young teenagers.

  Quest group could survey other students about their work experiences and how they spend money.
- The quest group could compile a list of teenage job possibilities in their community.
- By visiting the high school counselors, the quest group could learn about the work experience part of the curriculum.
- Compile a list of reasons why teenagers do not succeed in getting jobs. Ditto copies of this for their entire class.
- Survey students who want part-time work and write want ads to be submitted to the newspaper.

No. 14 "WHAT ABOUT THE RADIO WORLD?"

JOB FAMILIES: Communication

CAREER DEVELOPMENT CONCEPTS: 1, 5, 9, 11

GOALS FOR THE PROJECT:

- The student quest group would study the extent, coverage and influence of the radio media.
- By producing their own radio show, they would understand some of the career opportunities in radio.

SUGGESTED ACTIVITIES:

- Visit local radio stations.
- The quest group could have an interview with Carolyn Puckett KEYY or with Ray Bishop at Station KOVO. (KEYY interviews teenagers about special projects and activities such as Career Quest Projects.)
- This interview could be tape recorded so that the quest group could listen to themselves later and so they could also play it for the entire class.
- With cassette tape recorders the small quest group could produce their own radio show. It might include:
    - career-oriented information
    - interviews with class members about their work experiences
    - music, weather, and fun fillers
    - original advertisements which could be about careers

No. 15 "SHOW OFF AND SHARE!"

JOB FAMILIES: Fine Arts

CAREER DEVELOPMENT CONCEPTS: 1, 4, 10, 11, 14

GOALS FOR PROJECT:

- All students will have a chance to become aware of careers in the field of fine arts.
- The small quest group will research the local Fine Arts scene.
- Students will realize the role of Fine Arts careers in meeting the public's leisure time needs.

SUGGESTED ACTIVITIES:

- The small quest group could survey the ninth grade students' talents and skills. (7th, 8th grade students could also be surveyed.)
- Conduct a student talent show during lunch periods. Examples of special talents could be:
    - Display of crafts, handicraft, paintings
    - Gymnastics demonstration
    - Musical rock group
    - Guitar - singing
    - Pantomine - record
    - Magic show
    - Puppet demonstration
- Invite community talent resource people to demonstrate their skills during lunch periods.
- Organize a field trip for the entire class to attend a cultural event. (e.g., a musical production at the high school. It could be planned beyond the three week Mini-Course period.)
- Publicize all school and community cultural activities with posters, displays and announcements.

No. 16 "THE MOTORCYCLE CRAZE COULD DRIVE YOU CRAZY!"

JOB FAMILY: Transportation

CAREER DEVELOPMENT CONCEPTS: 6, 9, 10, 16

GOALS FOR PROJECT:

- The students could become aware of the buying power of young people and how business appeals to the young buyer.
- The quest group would begin to realize how leisure time needs are met in new businesses and careers.
- The students would study the effects of motorcycles on the environment and become aware of the individual's responsibility toward others.

SUGGESTED ACTIVITIES:

- Visit a retailer of motorcycles. Find out about growing business, age of buyers and any problems in motorcycle use by the public.
- Each quest student could survey his own neighborhood and get people's reactions to motorcycling.
- The quest group could check with the police department concerning local rules and ordinances concerning speed, licensing, noise and appropriate areas for motorcycling. Make a list of cycling rules to be given to all class members.
- Survey students in school about number of families who own motorcycles of any kind, where they ride.
- Make up a word search of cycling terms, brands for the whole class to do.

No. 17 "CREATIVE BUSINESS"

JOB FAMILY: Marketing

CAREER DEVELOPMENT CONCEPTS: 4, 7, 9, 11

GOALS OF PROJECT:

- The students will see how "Do it Yourself" projects have developed into big business.
- The value of creativity and resourcefulness will be analyzed by the students in this quest.

SUGGESTED ACTIVITIES:

- The quest group can survey the entire community and make a listing of businesses which are directly involved in creative enterprise.
- The students could make a display of products from these shops to be placed in the foyer display case of the school.
- Interview creative business people.
- Survey students in school about their hobbies.
- Talk to teachers who may have hobbies that also make money.
- This quest group could organize a Hobby-Business Day when all students could bring things to buy and sell. It could be conducted as an auction with a student auctioneer.

No. 18 "IS IT REALLY A BOOB-TUBE?"

JOB FAMILY: Communication

CAREER DEVELOPMENT CONCEPTS: 2, 6, 8, 13, 17

GOALS OF PROJECT:

- Students could learn of the different careers involved in the world of T.V.
- The quest group students would become more aware of the wide variety of programs for audiences.
- The students would be made aware of the role of advertising in television.

SUGGESTED ACTIVITIES:

- Make a listing of T.V. programs which would appeal to teenagers.
- Find out about ratings and why some shows stay on and others do not.
- B.Y.U. Educational T.V. will work with students and let students work with them. (Director: Hal Hickman)
- Survey students about T.V. watching hours, facts about number of sets owned by families, color sets, favorite family shows and least favorite programs.
- Publicize in the classroom good programs which the quest group feels teenagers ought to watch.
- Televise their own original program with commericals, music, and on any kind of format that the group chooses to do. (The Alpine District Office has standard T.V. recording equipment as well as a recording unit.)

No. 19 "IT'S YOUR BODY!"

JOB FAMILY: Health-Science

CAREER DEVELOPMENT CONCEPTS: 5, 8, 16

GOALS OF PROJECT:

- The quest group students would become more aware of body changes and common concerns of teenagers concerning physical and mental health.
- The students would realize the wide variety of careers available in the field of medicine and health care.
- The value of good health education to avoid health problems will become obvious to the quest group.

SUGGESTED ACTIVITIES:

- Visit various department of the hospital.
- Learn how to take blood pressure. The quest group could take the blood pressure of the class, and explain its significance. There is a current emphasis on regular blood pressure check-ups.
- Work with Pink Ladies for a short time.
- Make posters, signs, displays for school having to do with adolescent body, health and mental happiness.
- Survey public announcements, messages, advertisements pertaining to better health.
- Have a lab technician take blood samples of class members with the quest group helping. The samples could be typed and a card sent back to each student notifying them of their blood type. Explain significance of knowing blood types.

No. 20 "WHAT'S THE BIG HANG-UP ABOUT HAIR!"

JOB FAMILY: Personal Services

CAREER DEVELOPMENT CONCEPTS: 1, 8, 11, 17

GOALS OF PROJECT:

- The students could become aware of the great variety of careers involving hair care.
- The quest group people could realize the different attitudes on hair styling and how it affects people's opinions about others.

SUGGESTED ACTIVITIES:

- Ask students about their desires concerning hair care and styling.
- Visit a technical school or write to a barber or beauty school to find out about technical training required for these professions.
- Do some research into the wig business.
- Invite someone as a resource to do a wig demonstration for both boys and girls.
- Have a hair stylist come into class and style a long-haired boy or possibly a teacher.
- Do a collage for the classroom, using pictures from magazines.
- Survey the number and kind of advertisements concerning hair care of any kind.

No. 21 "WHY DOES ROBERT REDFORD FIGHT IT?"
(Provo Canyon Road Plans)

JOB FAMILY: Environment - Transportation

CAREER DEVELOPMENT CONCEPTS: 5, 7, 10, 16

GOALS OF PROJECT:

- The students would become aware of how environmental changes can affect an entire area.
- The students would realize the value of careful planning before action takes place.
- They would be more aware of how population growth requires changes.
- They could see how many careers are involved in solving an area problem.

SUGGESTED ACTIVITIES:

- Discover the latest developments of the Canyon Road plans.
- Visit the Engineering Department and the Utah State Road Commission.
- Check out alternate plans that have been proposed.
- Make or show a map or sketches of the present situation and of proposed changes.
- Take a ride on the Heber Creeper and find out how it has affected the entire canyon.
- Interview truck drivers about their opinions.
- Interview local residents about their opinion.

No. 22 "ARE CONSUMERS SUCKERS?"

JOB FAMILY: Marketing

CAREER DEVELOPMENT CONCEPTS: 9, 11, 16, 17

GOALS OF PROJECT:

- The students would realize how advertising appeals to the consumer in a variety of ways.
- The quest group would get an idea of the broad picture of careers involved in the advertising world.

SUGGESTED ACTIVITIES:

- Find examples in stores of techniques used to get people to buy (pricing, specials, come-ons).
- Get quizzes, surveys, questionnaries, that quest group could give to the class to show power of color, words, etc., in getting people to buy. (Could be obtained from marketing people at B.Y.U.)
- Talk with a few consumer research people.
- Become Nader's Raiders and notice any questionable practices in marketing and in advertising.
- Interview parents concerning some of their buying experiences.
- Write a letter to Ralph Nader and explain their interest in his career.
- Create original commercials which could be televised or taped on cassettes.

No. 23 "TELL IT LIKE IT IS"

JOB FAMILY: Communication

CAREER DEVELOPMENT CONCEPTS: 8, 11, 14, 16

GOALS OF PROJECT:

- The students would have actual practice in telephone interviewing.
- The students would realize the value of good telephone manners.
- The quest group could research the numbers of careers having to do with the telephone.

SUGGESTED ACTIVITIES:

- Visit the telephone company and discover the innovations in the telephone industry.
- Find out about the different careers that one could pursue having to do with the telephone industry.
- Share a telephone interview with the class by using the Conference Telephone Kit from the Alpine School District Media Center.
    - The quest group would arrange for the interview.
    - The quest group would plan the interviewing questions to be asked.
    - They would make all arrangements for the telephone personality.
- The quest group would survey the class for their ideas of a telephone personality they would like to hear. Some possible suggestions might be:
    - Local disc jockeys
    - Well known B.Y.U. athletes
    - The Osmonds
    - Robert Redford
    - Local leaders – mayor, councilman
    - The police chief

C. ALTERNATIVE PROJECTS: RESEARCH-RESOURCE

This project is offered as an alternative to the Student-Quest-Projects. The students who would like to do research on a specific topic but do not want to contact and interview businessmen in the community may bring a resource person to class to explain his project, or may concentrate his efforts on doing research from books, questioning resource persons, investigating career kits, using recorded media and any other sources he may find.

1. Behavioral Objectives:

   a. The student will choose a topic of interest and do research in that area.

   b. The entire class will become acquainted with a person involved within a specific area, as well as, information related to that field.

   c. The student will effectively plan, organize and present his project to the class.

   d. The student will develop techniques useful to completing informative research such as: Artful questioning of resource people, use of library materials and interesting presentation of information to class members.

2. Classroom Activities:

   This resource unit is an alternative to the Student-Quest-Projects and will take approximately 10 days to complete.

   A tentative time schedule could be as follows:

   Day 1 Introduce the Student-Quest-Research Project and the Research-Resource Project by demonstrating how each project could be worked from start to finish. Give the students a list of suggested project topics for them to identify areas of interest and decide upon which project they want to work.

   Day 2 Divide the class into groups of 3-4 students. This division could be done in several ways:

   First, let the students choose their own group. This way you have people who relate and perform well together in the same group.

   Second, the teacher could place the students into groups. This way he could place students together who he feels would work well together.

   Each group should choose a leader or the teacher should appoint a group leader.

   Every day that the student works individually or in groups he should be held accountable for what he has accomplished. This way he will use his time more wisely than if he thinks he is completely on his own. This can be accomplished in several ways:

   First, at the end of each period you could have each individual or group

give a brief oral report to the teacher of what he has accomplished.

Second, at the end of each day have each student hand the teacher a summary of what he has accomplished. This can be done on individual sheets or booklets.

By the end of the second day each student should have chosen a topic he wishes to pursue and submitted a brief outline describing how he plans to accomplish his project.

Day 3 Make preparations on how each student is going to attain his goals or objectives such as: Type of research, equipment needed, transportation required, contacting resource persons and class sharing sessions will be done this day.

Days 4,5,6,7 During these days each student will do research, make preparations for resource persons and prepare to share his presentation to the class.

Days 8,9,10 These days will be devoted to sharing student presentations with the other group members. At this time the evaluation on the presentations will also be done.

On the last day of this part the students will complete the Career Development Guide for their portfolios. These forms will be provided by the counselors.

Students who would like to do research on a specific topic but do not want to contact and interview businessmen in the community may choose these projects. They will concentrate their efforts on doing research from books, questioning resource people, investigating career kits, using recorded media and any other sources he may find.

Because the student will be working on his own, or in a small group under the direction and supervision of a teacher, the role of the student, the teacher, and the resource person will be separately defined.

3. The Student's Role

Before the student chooses an activity, he will complete the first two parts of this unit, Preparation for Communicating with People, and On the Job Experience. This part will permit the students to share with other class members the information he found on his research. This choice may be in the line of an occupation that interests him or in a subject area such as community problems, teenage problems, or following a raw product from beginning to end production. (For example, planting wheat, growing, harvesting, processing, shipping, and selling to the consumer.)

As the student begins this activity, either individually or in a group, the following guide lines are suggested to help him successfully complete his assignment.

a. The student should choose a topic of interest to him. If this is difficult the teacher may suggest items that will help him. Once the topic has been decided, he should make specific goals or objectives that he should attain at the completion of this project.

b. With the topic, goals and objectives planned the student will submit an outline of what he must do to prepare his project and be ready for his presentation to the class. This outline should cover all materials, equipment and resources that are to be used by him. For more information check the Student Outline for Resource Persons Brought Into the Classroom Form located at the end of this part.

c. The student should spend time researching his problem from printed material as well as information from people other than his resource person. He may find information in textbooks, reference materials, magazines, newspapers, career kits, and other printed material. He may decide to interview people involved in the area of his research such as friends, neighbors, townspeople or people working at jobs related to the topic he has chosen. All of this material should be edited and compiled to follow the Student Outline for Resource Person Brought Into the Classroom Form, making sure he completed the objectives or goals he formulated. He should plan a creative way to share this material with the class. See the Presentation Sharing Suggestions Form located in Section D.

d. After deciding a topic for research the student should choose a resource person. In choosing this person the student should select someone who will present the class with information the student wants the class to receive. A survey of the students before the resource person attends class can be taken to determine what kind of information the students are interested in from this person, and the types of questions they will ask. For some sample questions see Questions To Stimulate Interaction Form located at the end of this section. The student must provide the resource person with a list of items to cover in his presentation and a list of questions the class may ask.

e. The student should prepare an introduction of his resource person for the class. He should include items such as the speaker's relationship to the topic, personal background, educational background, and working experience. The resource person should not be the entire presentation. The student should be prepared to ask the resource person questions in the event the speaker does not include some points the student wanted included. If there is a question/answer period the student should be prepared to lead the discussion by asking questions that will stimulate the rest of the class into asking questions.

f. An evaluation of the presentation should be initiated by the student. There should be at least three aspects to the evaluation. There should be an evaluation from the class members, one from the student giving the presentation, and finally an oral evaluation with the teacher. The student should prepare the evaluations including questions, printed forms, or whatever means he devises to have his presentation evaluated by the class and himself.

g. The student presenting the research project is responsible for writing a "thank you" note to the resource person. The students who have presentations that are applicable to the 7th and 8th grade career education programs could be shared with students in those grades.

4. The Teacher's Role

During this project the teacher will provide guidance and supervision to the students as they need it. After the general introduction, the teacher will supervise the division of the class into groups or individual work. The teacher will then adapt so he/she can help students attain their goals. The following guidelines are suggested to the teacher:

a. The teacher will help the student plan and organize his presentation. The teacher may have to give direction and suggestions that will interest a particular student.

Some areas that could be explored are:

Teenage Problems

Drug problems
Child abuse
Finding a summer job
Solving problems with parents

Community Problems

Volunteer aid to service organizations
Juvenile delinquency
Women's lib
Disposal of waste
Road-Traffic problems
Recreation areas

Production Systems

From Grain to Bread
From Cotton to Dresses
From Calf to Bologna
From Udder to Butter
From Taconite to Toyota
From Nectar to Honey
From Tree to House

Also refer to the material listed in Student-Quest-Projects part.

b. The teacher helps the student organize and plan his presentation. If the child is having difficulty organizing, the Student Outline for Resource Persons Brought Into the Classroom Form located at the end of this section could be given to the student. The teacher should make continuous checks on student progress.

c. The teacher could help the student develop pertinent questions. The Questions to Stimulate Interaction Form, located at the end of this part could be used as a guide for the students. The teacher could check the student questions to determine if a survey of the class has been taken to identify the interests of other class member in this field.

d. The teacher could suggest audio visual aids, catalogues, or card indexes where the student could find appropriate materials. Filmstrips, movies, records, tape recordings, cassettes, slides, pictures, etc., could be included in the class presentation.

e. The teacher may need to help the student plan a creative way to present his material. A list of suggestions can be found on the Presentation Sharing Suggestions Form located in Section D.

f. Both the student and the class should evaluate the project. A personal oral evaluation with the student and teacher should be held after the presentation. In this discussion both the favorable and unfavorable aspects of the presentation could be discussed. The student should be told of the strong points and how the weaker points could have been improved.

g. Teachers have a great variety of avocations. It would be beneficial if teachers from other rooms or schools could be used as resource persons. Perhaps arrangements could be made for teachers to exchange classes and be resource persons for each other.

5. The Resource Person

The resource person can be a valuable asset to the classroom studies. However, this person must be informed of the items he is to cover and given information that will help him relate to the age level to which he is speaking.

Preparation for this person can begin in the classroom before the resource person is contacted. The student preparing the project can prepare questions or topics he would like the resource person to include in his presentation. In addition to these prepared questions, a survey of the class should be taken and compiled. Both of these lists could be mailed or delivered to the resource person to help him prepare his discussion along student interest lines. Some basic characteristics, attitudes, and likes of this age group could also be given to the resource person to help him develop his presentation to the students' level. Suggest that the resource person try to involve the students in his presentation as much as possible.

It should be kept in mind that there are a lot of valuable resource people other than businessmen in the community. Other suggested people are parents, teachers, school administration and staff, neighbors, friends, associates, and other students.

6. FORMS

a. Student Outline for Resource Persons Brought Into the Classroom

Student's Name _____ Date Project to be Completed _____

Problem or topic to be researched

Objectives or goals to be attained

Equipment to be used

Transportation if necessary

Resource person contacted with date of his presentation

Guidelines you plan to give your resource person on material you want him to cover in his presentation

Questions you plan to ask your resource person

Outline the information you plan to present to the class

Research you plan to do and how you plan to do it

Survey the class and compile a list of their questions and interests for your resource person

Prepare an introduction of your resource person to the class

The way you plan to present my material to the class is

Prepare an evaluation on your class presentation for the class members to complete

Prepare a self evaluation of your project

Arrange a conference with the teacher for his evaluation

b. Questions to Stimulate Interaction

QUESTIONS TO STIMULATE INTERACTION

1. What do you do on the job? What skills did you learn in school that helps you on your job?

2. How long have you worked there? What time did you go to work this morning? What was the first thing you did? What did you do next? Did you do anything yesterday that was different from what you did today?

3. Why did you take this job? Why do others take this job?

4. What qualifications do you need to get the job? Age? Sex? Height? Weight? Others? Marital Status? Tools? Capital?

5. What kind of education is necessary for this kind of work? Apprenticeship? Trade School? College? Advanced degrees? Is there any personal quality for this job that is more important than diplomas? Do you need a license? What junior high school subjects would help prepare someone for your job?

6. What is the usual starting salary in jobs like yours? About how much money can a person earn in this kind of work? What are the possibilities for promotion? What are the possibilities for making a lot of money or losing money?

7. Was this your first job choice? If not, how many times did you change your mind about what you wanted to be before you went to work? Why?

8. What part of your job do you like best? Why? What part of your job do you like least? Why?

9. Are people with your kinds of skills usually needed when business may be bad? Is your work seasonal? Is your kind of work limited to geographical areas?

10. When does your boss compliment you? When are people fired? What is the outlook for the future of this job?

11. Who depends upon your work? Who do you depend upon for your work?

12. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Is your job noisy? Do you have a job where you have to be nice to people all day? Do you work on holidays? Overtime?

13. What experiences and training on this job might prepare you for some other types of work if you should ever want to change jobs?

14. Is there anything else we should have asked about? What would you like to ask us?

D. PRESENTATION - SHARING SUGGESTIONS

If the teacher plans to have the students report back to the class concerning the on-the-job experience, he may want to use one or more of the methods in the "Presentation-Sharing Suggestions." The methods and time of the reporting back will be left up to the teacher, but it is suggested that no more than a day or two be spent for reporting back to the class.

1. Reporting

   a. PANEL DISCUSSIONS -- Divide the class into small groups of about four students with each student having experienced a different career. The members within the group can share their career experience with the class.

   b. SURVEY THE CLASS -- The entire class is given a list of the careers that were investigated. The class selects the ones they would like to hear about. The students who investigated the careers chosen will give an oral report to the rest of the class. The number of reports and time used will depend on the teacher.

   c. SMALL GROUP DISCUSSION ACCORDING TO INTEREST -- The class is divided into groups according to interests, for example: Nursing, transportation, salesman. These groups then discuss the advantages and disadvantages of their area.

   d. LEARNING CENTERS -- An area in the room is set aside for a learning center. The student sets up a display for the other students to view at their leisure. This could consist of slides, tape recordings, photo albums with captions, cartoons, comic-book illustrations, artifacts, or tools of the trade with captions.

   e. PAMPHLETS -- The students who are interested in specific areas could compose pamphlets that would explain their field of interest and show the advantages and disadvantages of it.

   f. WRITTEN REPORTS -- The student may wish to write a report on his career experience describing what he has learned and how he feels about his experience.

   g. RESEARCH PAPER -- After the career experience the students may wish to do more research in this area. He may then choose to write a research paper presenting the facts he has learned.

   h. DEBATES -- Two panels consisting of interest group members could present the advantages and disadvantages of their specific career field. After the presentation, the class could ask questions to either group.

2. Games

   a. WHAT'S MY LINE -- A panel of five members are chosen along with a moderator. A student is picked from the class who uses the career he has investigated as his occupation. Each panel member asks questions until he receives a "no" answer. The next panel member asks questions until they guess the occupation. Competition could be run among the different panels to see which panel can find out the occupation in the least amount of "no's."

b. PUZZLES – Crossword, Anagrams, Hidden Words.
The student will produce a puzzle including items from his on-the-job experience or quest project. The teacher will reproduce copies for each member of the class.

c. PASSWORD – Divide the class into four equal groups with two groups on one side of the room and two groups on the other side of the room. One group on one side and one group on the other side form a team. The groups on the one side are facing the groups on the other side. Give the two groups on one side a job classification and they will give the two other groups one-word clues. The clues will be on work which demonstrates some aspect of the job. Each student will, beforehand, make up clues to be used by the members of the two groups. Each new job classification is worth ten points. If the person receiving the clue fails to guess the job, the other team gets a chance to give a clue and guess the job. A point will be taken off the ten points after each clue missed. The team with the most points at the time limit will win the game. A moderator will give each group a job classification, and a recorder will keep record of the points and keep the time allotted for each clue and guess.

Team No. 1 gives clues to the other team No. 1.

Team No. 2 gives clues to the other team No. 2.